 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**Teacher’s Name:** Mr. Devin C. Boilard **Lesson:** #2 **Facet:** Interpretation

**Grade Level:** 9-Diploma **Numbers of Days: 4 Days**

**Topic:** Governments of the French Revolution

**PART I:**

**Objectives**

Scholars will understand that though a journey of growth, the French Revolution was riddled with moments of regression. Students will be able to evaluate the sequence of events during the French Revolution. Students will use the knowledge gained to understand how the flaws of man corrupt government but human ideals fight to override them. Scholars will be familiar with the following terms/persons: Louis XVI’s Royal Court, National Assembly, Legislative Assembly, National Convention, Committee of Public Safety, the Directory, Napoleonic Empire, Louis XVI, Maximilien Robespierre, Napoleon Bonaparte.

**Product:** Todaysmeet.com discussion

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Maine Learning Results:**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1 Historical Knowledge, Concepts, Themes, and Patterns

**Grade Level Span:** Grades 9-Diploma, "The Early Modern World, 1450-1800"

*Students understand major eras, major enduring themes, and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.*

**Performance Indicators**: A,B,C,D

**Rationale:** Scholars will gain a full understanding of the sequence of events during the French Revolution and how human judgment was the ultimate catalyst in their order. Scholars will analyze the outcomes of the established governments in comparison to the revolution’s original goals. The unit will hint on the repercussions of each era including their influence on the emerging of democratic governments.

**Assessments**

**Pre-Assessment:**

Four Corners Inquiry: As a pre-assessment scholars will partake in a Four Corners Inquiry activity in which a multiple choice question will be asked with answers assigned to each corner of the room, scholars will physically place themselves in the corner they believe is associated with the correct response. In order to limit peer-to-peer influence I will allow for a moment of silent reflection at the starting point (middle of the room) after the question is asked, then on my command they will have 5 seconds to place themselves.

**Formative (Assessment for Learning):**

**Section I – checking for understanding during instruction**

Students will use the Find the Fib activity to work collaboratively to help refine their knowledge by deciphering between valid and fabricated statements. Students will use the Slap-it activity to show their ability to correctly identify facts in reference to the sequence of events during the French Revolution. There will be 5 topics and 20 rounds; groups will assign one member to be the expert on each topic. Each scholar will participate twice.

**Section II – timely feedback for products (self, peer, teacher)**

Todaysmeet.com: Scholars will assess their own work using an assigned rubric that outlines the qualities and key features of exemplary work. The Teacher will fill-out the same rubric during the presentation and later write additional comments; scholars will be allowed to look at the initial comments same day and will be supplied a finalized copy at the start of the next class.

**Summative (Assessment of Learning):**

Todaysmeet.com: Scholars will participate in 4 out of 8 governmental gatherings that will last twenty minutes each. Scholars will be required to privately meet with the teacher at least one week in advanced to their participation (exception for initial round). Scholars will participate by role-playing as a specific or general member of the council and discuss the issues of the era. Subject matters will be submitted real time by the remaining members of the class. Scholar choice on participation dates will be determined via Slap-it activity. Options: Louis XVI’s Royal Court, National Assembly, Legislative Assembly, National Convention, Committee of Public Safety, the Directory, and Napoleonic Empire. -10pts each

**Integration**

**Technology:**

Technology will be integrated through the use of Todaysmeet.com, this site will allow for rich conversation in a text-based format. The site additionally allows for scholars to select the name linked with their commentary, furthering the role-playing exercise and making it easier for fellow scholars to track the process. Site will be accessed on individual laptops.

**Content Areas:**

* English: Scholars will be required to use creative writing skills as well as showcase a sufficient knowledge of grammar and punctuation.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Scholars will use Inspiration software to establish a graphic/text-based timeline of events that occurred during the French Revolution. Scholars will save and print both the timeline and accompanying documents. In the form of backup or to hinder particular scholars from the distraction of the Internet a Clock graphic organizer will be supplied. Students will work in pairs while completing the Find the Fib activity. Scholars will work in groups for both the Todaysmeet.com assignment and during the Slap-it activity but will participate individually.

**Section II – Groups and Roles for Product**

Scholars will have the opportunity to self-select their working partners during the Find the Fib activity. Group selection during the Todaysmeet.com forum will be dependent on which scholars have selected to participate on the given days. Scholars will be assigned groups for the Slap-it activity; groups will be made to look random using playing cards placed and handed out in a specific order; 4 groups of 5 will be formed. There will be 5 topics and 20 rounds; groups will assign one member to be the expert on each topic. Each scholar will participate twice. Winning group will be allowed first choice of dates to participate in the Todaysmeet.com discussions, remaining dates will be chosen in order of finishing place.

**Differentiated Instruction**

**Verbal:** Scholars will use Todaysmeet.com to participate in a text based class forum in which they will assume the role of a politician, must take part in 4 out of 8 (Royal court, National Assembly, Legislative Assembly, Convention, Public Safety, Directory, Napoleonic Empire).

**Logic:** Scholars will use either Inspiration software or a Clock graphic organizer to help establish a timeline of events during the French Revolution.

**Visual:** Scholars will watch one theatrical movie centered on Marie Antoinette and record one factual error.

**Musical:** Scholars will watch French Revolution (Bad Romance) music video.

**Kinthestic:** As a pre-assessment scholars will partake in a Four Corners Inquiry activity: a multiple choice question will be asked with answers assigned to each corner of the room, students will physically place themselves in the corner they believe is associated with the correct response.

**Intrapersonal:** Scholars will use the Slap-it activity to work on self-identifying facts that surround the French Revolution.

**Interpersonal:** Scholars will use the Find the Fib activity to work collaboratively to help refine their knowledge by deciphering between valid and fabricated statements.

**Modifications/Accommodations**

***From IEP’s (Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

Scholars that have occurred an absence will have the opportunity to reference the class Wiki to gain knowledge of what was gone over and discussed in class. Scholars will have the opportunity to participate in the Todaysmeet.com forum from a remote access. Scholars may contact their previously established class partner to ask clarifying questions. Additional online resources will be listed to allow scholars to self explore the topics.

**Extensions**

**Type II technology:**

Technology will be integrated through the use of Todaysmeet.com, this site will allow for rich conversation in a text-based format. The site additionally allows for scholars to select the name linked with their commentary, furthering the role-playing exercise and making it easier for fellow scholars to track the process. Site will be accessed on individual laptops.

**Gifted Students:**

Gifted scholars will be given the role of the governmental head during their Todaysmeet.com forum discussion. Range of difficulty can be managed for all students depending on the specifics of role chosen.

**Materials, Resources and Technology**

*List all the items you need for the lesson.*

* Clock graphic organizer
* Prezi: Governments of the French Revolution
* Prezi: Slap-it Questions (20)
* Playing Cards
* 3 fly swatters
* 3 large rubber flies
* 3 large rubber mosquitos
* 25 Laptop Computers
* Projector
* Todaysmeet.com Rubric
* PDF *Marie Antoinette: The Journey* by Antonia Fraser
* Film - *Marie Antoinette*

**Source for Lesson Plan and Research**

* General

[Class Wiki:](http://www.wikispaces.com) www.wikispaces.com

[Todaysmeet.com:](Todaysmeet.com) Graphic Organizer

[Clock:](http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf) http://www.eduplace.com/graphicorganizer/pdf/sequence.pdf

[Inspiration:](http://www.inspiration.com/) http://www.inspiration.com/

* CooperativeLearning:

Four Corners: <http://w4.nkcsd.k12.mo.us/~kcofer/social_cooperative_structures.htm>

[Find the Fib:](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) http://edu221resources.wikispaces.com/file/view/cooperative\_learning\_strategies.pdf/426402320/cooperative\_learning\_strategies.pdf

[Slap-it:](http://edu221resources.wikispaces.com/file/view/cooperative_learning_strategies.pdf/426402320/cooperative_learning_strategies.pdf) http://edu221resources.wikispaces.com/file/view/cooperative\_learning\_strategies.pdf/426402320/cooperative\_learning\_strategies.pdf

* Videos

[Bad Romance:](http://www.youtube.com/watch?v=wXsZbkt0yqo) http://www.youtube.com/watch?v=wXsZbkt0yqo

* Resources for Absent Scholars**:**

[Class Wiki:](http://www.wikispaces.com) www.wikispaces.com

<Todaysmeet.com>

Governments:

[Louis XVI’s Court](http://en.chateauversailles.fr/history/court-people/louis-xvi-time/louis-xvi): http://en.chateauversailles.fr/history/court-people/louis-xvi-time/louis-xvi

[National Assembly](http://en.wikipedia.org/wiki/National_Assembly_(French_Revolution)): http://en.wikipedia.org/wiki/National\_Assembly\_(French\_Revolution)

[Legislative Assembly](http://en.wikipedia.org/wiki/Legislative_Assembly_(France)): http://en.wikipedia.org/wiki/Legislative\_Assembly\_(France)

[National Convention](http://en.wikipedia.org/wiki/National_Convention): http://en.wikipedia.org/wiki/National\_Convention

[Committee of Public Safety](http://en.wikipedia.org/wiki/Committee_of_Public_Safety): http://en.wikipedia.org/wiki/Committee\_of\_Public\_Safety

[Directory](http://en.wikipedia.org/wiki/French_Directory): http://en.wikipedia.org/wiki/French\_Directory

[Napoleonic Empire](http://en.wikipedia.org/wiki/First_French_Empire): http://en.wikipedia.org/wiki/First\_French\_Empire

People:

[Louis XIV](http://en.wikipedia.org/wiki/Louis_XIV_of_France): http://en.wikipedia.org/wiki/Louis\_XIV\_of\_France

[Marie Antoinette](http://www.biography.com/people/marie-antoinette-9398996): http://www.biography.com/people/marie-antoinette-9398996

[Maximilien Robespierre](http://www.historyguide.org/intellect/robespierre.html): http://www.historyguide.org/intellect/robespierre.html

[Napoleon Bonaparte](http://www.bbc.co.uk/history/historic_figures/bonaparte_napoleon.shtml): http://www.bbc.co.uk/history/historic\_figures/bonaparte\_napoleon.shtml

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

Agenda

Day One:

1. Hook: The French Revolution (“Bad Romance” by Lady Gaga). (5min)
2. Four Corners Activity: Pre-assessment. (20min)
3. Prezi: Governments of the French Revolution/Clock graphic organizer. (55min)

Day Two:

1. Todaysmeet.com: Introduction to site and Project Mission. (15min)
2. Slap-it Activity: Introduction and Groups (pre-established). (5min)

* Research: 5 topics reveled, groups will then be given time to assign experts and research. (30min)
* Play: Groups will select one representative for each topic; each group member will have to participate at least once. (30min)

Top Secret Mission: Adobe - Annotate reading from *Marie Antoinette: The Journey* by Antonia Fraser Due: Next Class (1day).

Day Three:

1. Find the Fib: True and false work sheet; self-selected pairs. (50min)
2. Discussion: Comparison of findings. (15min)
3. Marie Antoinette: Review of homework. -Historiography. (15min)

Top Secret Mission\*: Watch the film *Marie Antoinette* directed by Sophia Coppola and record one factual error. Due: Next Class (3days). \*Substitution plan

Day Four: (Last day)

1. Todaysmeet.com: Louis XIV’s Royal court. (20min)
2. E-mail: Personal reflections. (10min)
3. Class Discussion: Review. (20min)
4. Marie Antoinette: Review of homework. -Historiography. (20min)
5. Introduction: Lesson #3

Classroom Arrangement: The desks will be arranged in groups of Five.

Scholars will understand that though a journey of growth, the French Revolution was riddled with moments of regression. Students will be able to evaluate the sequence of events during the French Revolution. Students will use the knowledge gained to understand how the flaws of man corrupt government but human ideals fight to override them. *Students understand major eras, major enduring themes, and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.* Scholars will watch the *The French Revolution* (“Bad Romance” by Lady Gaga) video to engage them in a topic of the past using a present day reference.

**Where, Why, What**, **Hook, Tailor:** Verbal, Visual, Musical.

Scholars will be familiar with the following terms/persons: Louis XVI’s Royal Court, National Assembly, Legislative Assembly, National Convention, Committee of Public Safety, Directory, Napoleonic Empire, Louis XIV, Maximilien Robespierre, Napoleon Bonaparte. Scholars will use Inspiration software to establish a graphic/text-based timeline of events that occurred during the French Revolution; this will be paired with a Prezi presentation that will supply the information that should be recorded. Scholars will save and print both the timeline and accompanying documents. In the form of backup or to hinder particular scholars from the distraction of the Internet a Clock graphic organizer will be supplied. Students will use the Find the Fib activity to work collaboratively to help refine their knowledge by deciphering between valid and fabricated statements. Scholars will have the opportunity to self-select their working partners during the Find the Fib activity. Students will use the Find the Fib activity to work collaboratively to help refine their knowledge by deciphering between valid and fabricated statements. Students will use the Slap-it activity to show their ability to correctly identify facts in reference to the sequence of events during the French Revolution. Scholars will be assigned groups for the Slap-it activity; groups will be made to look random using playing cards placed and handed out in a specific order; four groups in total will be formed. There will be 5 topics and 20 rounds; groups will assign one member to be the expert on each topic. Each scholar will participate twice.

**Equip, Explore, Rethink, Tailors:** Interpersonal, Visual, Logical, Verbal, Intrapersonal, Interpersonal, Kinesthetic.

Scholars will participate in 4 out of 8 governmental gatherings that will last twenty minutes each. Scholars will be required to privately meet with the teacher at least one week in advanced to their participation (exception for initial round). Scholars will participate by role-playing as a specific or general member of the council and discuss the issues of the era. Subject matters will be submitted real time by the remaining members of the class. Scholar choice on participation dates will be determined via Slap-it activity. Options: Louis XVI’s Royal Court, National Assembly, Legislative Assembly, National Convention, Committee of Public Safety, the Directory, and Napoleonic Empire. Todaysmeet.com will allow for rich conversation in a text-based format. The site additionally allows for scholars to select the name linked with their commentary, furthering the role-playing exercise and making it easier for fellow scholars to track the process. Scholars will assess their own work using an assigned rubric that outlines the qualities and key features of exemplary work. The teacher will fill-out the same rubric during the presentation and later write additional comments; scholars will be allowed to look at the initial comments same day and will be supplied a finalized copy at the start of the next class.

**Explore, Experience, Rethink, Revise, Refine, Tailors:** Verbal, Interpersonal, Intrapersonal, Logical, Visual.

**Content Notes**

Governments:

* Louis XVI’s Court: In the 1770s, the court began to live its last years in Versailles. The king was surrounded by his brothers, the comte d’Artois and the comte de Provence, their wives, as well as his sister Madame Elisabeth.
* National Assembly: The National Assembly, which existed from June 17, 1789 to July 9, 1789, was a transitional body between the Estates-General and the [National Constituent Assembly](http://en.wikipedia.org/wiki/National_Constituent_Assembly). Solidarity for this assembly started with the Tennis Court Oath. The assembly’s most recognized accomplishment was the writing of The Declaration of Rights of Man and Citizen.
* Legislative Assembly: The Legislative Assembly was the legislature of France from 1 October 1791 to September 1792 during the years of the French Revolution. It provided the focus of political debate and revolutionary law making between the periods of the National Constituent Assembly and of the National Convention. The Legislative Assembly was driven by two opposing groups; the members of the first group were primarily moderate members of the bourgeoisie (2nd Estate) that favored a constitutional monarchy, represented by the Feuillants, who felt that the revolution had already achieved its goal. The second group was the democratic faction, for whom the king could no longer be trusted, represented by the new members of the Jacobin club. This group claimed that more revolutionary measures were necessary.
* Committee of Public Safety: The Committee of Public Safety, created in April 1793 by the National Convention, formed the *de facto* executive government in France during the Reign of Terror (1793–1794), a stage of the French Revolution. As a wartime measure, the Committee, composed at first of nine, and later of twelve members, was given broad supervisory powers over military, judicial, and legislative efforts. It was formed as an administrative body to supervise and expedite the work of the executive bodies of the Convention and of the government ministers appointed by the Convention. As the Committee tried to meet the dangers of a coalition of European nations and counter-revolutionary forces within the country, it became more and more powerful.
* The Directory: The Directory was a body of five Directors that held executive power in France following the [Convention](http://en.wikipedia.org/wiki/French_Convention) and preceding the Consulate. The Directory ran from November 2, 1795 to November 10, 1799, constituting the second to last stage of the French Revolution. With the establishment of the Directory, the Revolution seemed on the verge of ending. The nation was tired of the violence of the Terror and needed time to recover. Those who wished to restore Louis XVIII of France and the Ancien Régime and those who would have renewed the Reign of Terror were insignificant in number. The possibility of foreign interference had vanished with the failure of the First Coalition. Nevertheless, the four years of the Directory were a time of chronic disquiet and the late atrocities had made goodwill between parties impossible. The same instinct of self-preservation which had led the members of the Convention to claim so large a part in the new legislature and the whole of the Directory impelled them to keep their predominance.
* Napoleonic Empire: The First French Empire, also known as the Greater French Empire or Napoleonic Empire, was the empire of Napoleon I of France. It was the dominant power of much of continental Europe at the beginning of the 19th century. Napoleon became [Emperor of the French](http://en.wikipedia.org/wiki/Emperor_of_the_French) on May 18, 1804 and crowned Emperor on December 2, 1804, ending the period of the French Consulate. France saw many early military victories in the War of the Third Coalition. The subsequent series of wars known collectively as the Napoleonic Wars extended French influence over much of Western Europe and into Poland. At its height in 1812, the French Empire ruled over 44 million subjects, maintained an extensive military presence in Germany, Italy, Spain, and the Duchy of Warsaw, and could count Prussia and Austria as allies. Early French victories exported many ideological features of the [French Revolution](http://en.wikipedia.org/wiki/French_Revolution) throughout Europe. Seigneurial dues and seigneurial justice were abolished, aristocratic privileges were eliminated in all places except Poland, and the introduction of the Napoleonic Code throughout the continent increased legal equality, established jury systems, and legalized divorce. However Napoleon also placed relatives on the thrones of several European countries and granted many noble titles, most of which were not recognized after the empire fell.

People:

* Louis XVI: Louis XVI, grandson of Louis XV, became Dauphin in 1765 and king in 1774 at the age of 20. His tutor, the duc de Vauguyon, gave him a very complete education but did not prepare him in a practical way for the exercise of power as he was only the third son of the royal family. He became heir to the throne after the death of his two elder brothers. Louis XVI studied history, geography, science, law, Latin and Greek as well as modern languages. His political thinking was influenced by Fénelon and the Enlightenment philosophers who demonstrated that the nation is distinct from the King, an idea opposed to the traditional conception of the French monarchy. When he became king, Louis XVI did not keep the political team of his grandfather Louis XV.
* Marie Antoinette: Born on November 2, 1755 an Archduchess of Austria. Through her marriage to Louis XVI she would become the [Dauphine of France](http://en.wikipedia.org/wiki/Dauphine_of_France) and later the Queen of France and Navarre. She had 4 children, two died at childbirth; her oldest Marie-Therese Charlotte was the only to live into adulthood. Initially charmed by her personality and beauty, the French people generally came to dislike her, accusing her of being promiscuous, extravagant, and a traitor. Eight months after her husband's execution, Marie Antoinette was herself tried, convicted, and executed by guillotine on October 16, 1793.
* Maximilien Robespierre: Maximilien was born on May 6, 1758 of Irish decent. He was elected to the Estates General in 1789. He attached himself to the extreme left wing, and soon commanded attention. His influence grew daily, and the mob frantically admired his boasted incorruptibility. However, as his power increased, his popularity waned and he was eventually sentenced to death by guillotine.
* Napoleon Bonaparte: Napoleon Bonaparte was born on August 15, 1769 in Corsica into a gentry family. Educated at military school, he was rapidly promoted and in 1796, was made commander of the French army in Italy. In 1798, Napoleon conquered Ottoman-ruled Egypt in an attempt to strike at British trade routes with India. He was stranded when his fleet was destroyed by the British at the Battle of the Nile. Napoleon returned to Paris where the government was in crisis. In a coup d'etat in November 1799, Napoleon became first consul. In 1802, he was made consul for life and two years later, emperor. He oversaw the centralization of government, the creation of the Bank of France, the reinstatement of Roman Catholicism as the state religion and law reform with the Code Napoleon.

**Handouts**

*List the items that need to be printed out for the lesson.*

* Clock graphic organizer - 25 copies (Back-up)
* *Marie Antoinette: The Journey* by Antonia Fraser – 25 copies (Back-up)

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:*** Clipboards will find comfort in the Class Wiki which outlines activities and mission specifics for the enter unit. Additionally each project mission, though open ended with its topic, will be introduced with clarity and detail.

***Microscope:*** The class discussion on Todaysmeet.com will allow scholars to explore topics to whatever breadth or depth they please.

***Puppy:*** I have asked that all scholars meet with me personally before they participate in the class forum on Todaysmeet.com. This will allow me an opportunity to touch base with each scholar and get a better understanding of where they are both in reference to academics and personally.

***Beach Ball:*** The project mission assigned for this unit has an open-ended topic and allows scholars to choose who within the government they will represent. When it comes to the specific topic of a project mission I value a scholars personal interest, I want them to enjoy themselves when dealing with all matters of school.Beach Balls will love the numerous possibilities my classroom allows them.

***Rationale:*** The overall atmosphere of the class, encouraged through one-on-one discussions as well as group work, creates an environment where exploration and creativity can take place. The structure of time and strong modes of communication will supply the foundation for learning.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Pre-Assessment:***

Four Corners Inquiry: As a pre-assessment scholars will partake in a Four Corners Inquiry activity in which a multiple choice question will be asked with answers assigned to each corner of the room, scholars will physically place themselves in the corner they believe is associated with the correct response. In order to limit peer-to-peer influence I will allow for a moment of silent reflection at the starting point (middle of the room) after the question is asked, then on my command they will have 5 seconds to place themselves.

***Formative:***

Students will use the Find the Fib activity to work collaboratively to help refine their knowledge by deciphering between valid and fabricated statements. Students will use the Slap-it activity to show their ability to correctly identify facts in reference to the sequence of events during the French Revolution. There will be 5 topics and 20 rounds; groups will assign one member to be the expert on each topic. Each scholar will participate twice.

***Summative:***

Todaysmeet.com: Scholars will participate in 4 out of 8 governmental gatherings that will last twenty minutes each. Scholars will be required to privately meet with the teacher at least one week in advanced to their participation (exception for initial round). Scholars will participate by role-playing as a specific or general member of the council and discuss the issues of the era. Subject matters will be submitted real time by the remaining members of the class. Scholar choice on participation dates will be determined via Slap-it activity. Options: Louis XVI’s Royal Court, National Assembly, Legislative Assembly, National Convention, Committee of Public Safety, Directory, and Napoleonic Empire. -10pts each

***Rationale:***

The assessments in this lesson allow for expression of knowledge through a range of formats, effectively showing differentiation. The rubric used during the Todaysmeet.com forum will supply a base for subject grading and give proper guidelines to scholars as to what is expected of them.

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

(See Content Notes)

**Maine Learning Results:**

**Content Area:** Social Studies

**Standard Label:** E. History

**Standard:** E1 Historical Knowledge, Concepts, Themes, and Patterns

**Grade Level Span:** Grades 9-Diploma, "The Early Modern World, 1450-1800"

Students understand major eras, major enduring themes, and historic influences in the United States and World history including the roots of democratic philosophy, ideals and institutions in the World.

**Performance Indicators**: A,B,C,D

***Facet:*** Interpretation

***Rationale:*** Scholars will be able to analyze the sequence of events and gathering a deeper understanding of events significance due to what it proceeded and followed.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

**Verbal:** Scholars will use Todaysmeet.com to participate in a text based class forum in which they will assume the role of a politician, must take part in 4 out of 8 (Royal court, National Assembly, Legislative Assembly, Convention, Public Safety, Directory, Napoleonic Empire).

**Logic:** Scholars will use either Inspiration software or a Clock graphic organizer to help establish a timeline of events during the French Revolution.

**Visual:** Scholars will watch one theatrical movie centered on Marie Antoinette and record one factual error.

**Musical:** Scholars will watch French Revolution (Bad Romance) music video.

**Kinthestic:** As a pre-assessment scholars will partake in a Four Corners Inquiry activity: a multiple choice question will be asked with answers assigned to each corner of the room, students will physically place themselves in the corner they believe is associated with the correct response.

**Intrapersonal:** Scholars will use the Slap-it activity to work on self-identifying facts that surround the French Revolution.

**Interpersonal:** Scholars will use the Find the Fib activity to work collaboratively to help refine their knowledge by deciphering between valid and fabricated statements.

***Type II Technology:***

Technology will be integrated through the use of Todaysmeet.com, this site will allow for rich conversation in a text-based format. The site additionally allows for scholars to select the name linked with their commentary, furthering the role-playing exercise and making it easier for fellow scholars to track the process. Site will be accessed on individual laptops.

***Rationale:***

Todaysmeet.com will allow scholars the opportunity to express themselves through written word but do so in a manner that allows for real time discussion.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:***

Scholars will show creativity in the choices they make in their Todaysmeet.com discussion we well as exhibit their ability to collaborate with their peers to produce a reflective piece of work.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:***

This lesson plan is rich in differentiation in both how students are assessed and asked to learn, allowing for an equal opportunity of expression for all learners. Rich learning environments are created and supported thanks to the integration of technology.